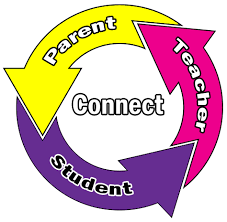
**Mrs. Taylor’s 3rd Grade Syllabus**

Hi! And welcome to my 3rd grade classroom. My name is Mrs. Taylor, and I will be your teacher for the 2024-2025 school year. Here is a little information about me. I graduated from Augusta State University in 2010 with a Bachelor’s degree in Early Childhood Education then returned in 2015 to complete my Master’s degree in Curriculum and Instruction along with my gifted endorsement. I enjoy integrating the curriculum; so for that reason, I continued my training and earned my STEM endorsement from Middle Georgia RESA. Since then, I have taught Pre-k, 2nd, 3rd,4th, and 5th grade and served PK-5th grade students as a STEAM teacher. During that time, I was honored to be named Teacher of the Year for the 2018 school year at Goshen Elementary School. I am excited to start the new school year, and I am proud to be a member of the Blythe family!



**Communication**

I believe personal growth and perseverance are important parts of your child’s academic growth. I also believe in positivity and goal setting to promote success. In order to best support our students, we need to work as a team. I will be messaging parents via Class Dojo. You can download the app on your smartphone or log in to the website. Please check this daily as I will message parents personally and make class announcements. Also, you can always email me at tayloje@richmond.k12.ga.us..

Please notify me of any dismissal changes by sending a note with your child. If it is a last minute change, please notify the office as I cannot guarantee that I will get your Dojo message or email in time.

Notes can also be sent in your child’s homework/communication folder. However, I will not be checking it daily. It will be your child’s responsibility to deliver the notes to me during arrival each morning. This folder needs to be checked and cleaned out at home on a regular basis as completed student work will be sent home frequently.

**Absences/Tardies**

Attendance is always necessary to ensure success. Your child must be an active participant in class every day. However, sickness and family emergencies do occur. We will send home any work your child needs to make up upon his/her return to school. Please be sure to send a note with your child when he/she return, and I will deliver it to the office. Students who arrive after 8:30 will be considered tardy.

**Learn-At-Home Policy**

During Learn@Home Days, all students are expected to continue learning and demonstrating mastery of their content. Students will need an environment that is comfortable and distraction-free. Students are required to complete work that is assigned by their teacher. These assignments will be found on Canvas within Launchpad. The Learn@Home assignments will be graded; therefore, failure to complete and submit the work will negatively impact your child’s grades. Please see the RCSS academic calendar for the dates Learn@Home days will occur. 

**Behavior Policy**

Students are expected to follow our PAWS guidelines for face-to-face or virtual instruction. Student conduct grades will be determined by the following guidelines:

* (P) Positive Attitude: Using kind words and give best effort in class
* (A) Act Responsibly: Be prepared for class and ready to learn
* (W) Work for Success: Stay on task, do your personal best, participate fully, and complete work in a timely manner.
* (S) Show Respect: Follow teacher’s directions and use positive language with everyone.

I will be using an online management tool called CLASS DOJO to track students’ positive and negative behaviors. This program is based on points, and students can be given positive points for things like being on task, being respectful, participating, or working hard. On the other hand, points can be taken away if students are off task, talking out, or unprepared.

This is our primary way of communication, so please be sure to create a parent account and link your account to your 3rd grader. You will be able to keep track of student behavior by logging in to CLASS DOJO and tapping on “Reports”.

**Grading Policy**

Students will receive a standards-based report card. Skills in each subject will be scored according to their progress toward mastery of the standard. Student progress will be measured as follows:

1-Beginning Learner

2- Developing Learner

3- Proficient Learner

4- Distinguished Learner

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**Homework Policy**

The following items will be part of the 3rd grade homework expectations:

* I- Ready- I-Ready is our countywide diagnostic testing and intervention program. It is designed to identify your child’s strengths and weaknesses. It is strongly recommended that students spend 45 minutes in each subject, reading and math, each week. Please make sure that your child works on i- Ready lessons about 15-20 minutes each night.
* Math and Language Arts- Students will be given a daily practice sheet to complete each night.
* Math Fact Fluency- Students will need to know all multiplication and division facts with speed and accuracy.
* Reading Fluency Folders- Students will be expected to read the fluency passage and answer the daily questions each night. This will go home each day in your child’s communication folder and is to be completed daily.
* Science and social studies will be assigned as needed. Students will complete projects throughout the year.

Assessments will be administered throughout the year. Notices about upcoming tests and quizzes will be sent via Class DoJo. Students will be given appropriate study/practice materials to take home in their communication folder.

**Georgia Standards of Excellence for 3rd Grade**

**Math:**

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| **First Nine Weeks** | **Second Nine Weeks** |
| *Students should know and be able to:*   * Explain what the three digits of a three-digit number represent * **Fluently add and subtract within 1,000 using strategies** * Say from memory every multiplication fact 0-10 * Round to the nearest 10 and 100 * Represent and interpret data with bar graphs and line plots | *Students should know and be able to:*   * Use addition, subtraction, multiplication, and division to solve two-step word problems * Use multiplication and division to solve problems * **Fluently multiply and divide within 100 using strategies1** * Multiply and divide whole numbers * Find the area of plane figures |
| **Third Nine Weeks** | **Fourth Nine Weeks** |
| *Students should know and be able to:*   * Explain what fractions represent * Explain fractions using a number line * Create equivalent fractions * Compare fractions * Divide shapes into equal parts * Find the perimeter of place figures | *Students should know and be able to:*   * Tell time to the nearest minute * Calculate a given amount of time (elapsed time) * Solve real world problems using time * Understand data with bar graphs and line plots * Solve one and two-step word problems using volume and mass |

**Science:**

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| **First Nine Weeks** | **Second Nine Weeks** |
| Students should know and be able to:   * Rocks, Minerals and Soil * Classify rocks by their physical attributes (color, texture, capacity to retain water, and ability to support growth of plants) of soils and soil types (sand, clay, loam) * Explain how water and/or wind have made changes to soil and/or rocks over time | Students should know and be able to:   * Habitat, Adaptations and Environment * Identify features and/or adaptations of organisms that allow for them to survive in their habitat * Differentiate between habitats of Georgia (mountains, marsh/swamp, coast, Piedmont, Atlantic Ocean) and the organisms that live there * Construct an explanation from evidence of why some organisms can thrive in their habitat and not in other habitats |
| **Third Nine Weeks** | **Fourth Nine Weeks** |
| Students should know and be able to:   * Heat * Identify different sources of heat energy * Design and construct a device to increase and/or decrease the warming effect of sunlight * Use thermometers to measure the effect of sunlight on various objects. | Students should know and be able to:   * Pollution and Conservation * Collect information and create records of sources and effects of pollution on plants and animals * ∙ Can explore, research, and communicate solutions to protect plants and animals, conservation of resources and recycling materials |

**English/Language Arts:** \*\*Please understand that many reading strategies overlap and are taught throughout the year. The timelines above are a guide. Lessons will be determined based upon what students already know and what they need further assistance to learn.\*\*

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| **First Nine Weeks** | **Second Nine Weeks** |
| *Students should know and be able to:*   * Ask and answer questions, referring explicitly to informational texts. * Determine the main idea, recount key details and explain how they support the main idea in informational texts. * Determine the meaning of academic and domain-specific words and phrases in a text. * Describe the relationship between historical, scientific, technical using time, sequence, & cause/effect in multiple informational texts. * Use text features and search tools to locate information in informational texts. * Compare/ contrast key ideas and details presented in two informational texts on the same topic. * Distinguish their own point of view from the author of a text. * Writing informational reports | *Students should know and be able to:*   * Explain how specific aspects of a story’s illustrations contribute to what is conveyed by the words in a story * Describe characters and explain how their actions contribute to the sequence of events. * Determine the meaning of words & phrases as they are used in the story. * Compare/ contrast theme, setting, plots of books in the same series * Retell stories including the moral or lesson. * Ask & answer questions referring explicitly to the story. * Distinguish point of view from that of narrator or characters. * Refer to specific parts of stories, dramas, & poems when writing or speaking about a text, using terms such as chapter, scene, etc. * Writing narrative stories |
| **Third Nine Weeks** | **Fourth Nine Weeks** |
| *Students should know and be able to:*   * Ask and answer questions, referring explicitly to the text * Determine the main idea, recount key details and explain how they support the main idea * Describe the relationship between historical, scientific, technical using time, sequence, & cause/effect * Determine the meaning of academic and domain-specific words and phrases in a text * Recount stories, determine central message, lesson, or moral and explain how it is conveyed through key details * Describe characters and explain how their actions contribute to the sequence of events * Writing opinion pieces on topics or texts, supporting a point of view with reasons | *Students should know and be able to:*   * Use information from illustrations and text to gain understanding * Distinguish their own point of view from the author of a text * Describe the logical connection between sentences and paragraphs in text (cause and effect, problem/solution, compare and contrast) * Use text features & search tools to locate information * Compare/contrast key ideas and details presented in two texts on the same topic * Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story * Refer to parts of stories, dramas, & poems when writing or speaking about a text, using terms such as chapter, scene, etc. * Compare/ contrast theme, setting, plots of books in the same series |

**Social Studies:**

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| **First Nine Weeks** | **Second Nine Weeks** |
| Students should know and be able to:  ∙ Locate major topographical features on a physical map of the United States  ∙ Locate and describe the equator, prime meridian, and lines of latitude and longitude on a globe  ∙ Describe early American Indian cultures and their development in North America (Arctic, Northwest, Southwest, Plains, Northeast, Southeast)  ∙ Describe how physical systems affect human systems | Students should know and be able to:  ∙ Describe early American Indian cultures and their development in North America (Arctic, Northwest, Southwest, Plains, Northeast, Southeast)  ∙ Describe how physical systems affect human systems ∙ Describe European exploration in North America (Columbus, Cabot, Balboa, de Soto, Cartier, Hudson) |
| **Third Nine Weeks** | **Fourth Nine Weeks** |
| Students should know and be able to:  ∙ Explain the factors that shaped British Colonial America (New England, MidAtlantic, Southern Colonies)  ∙ Describe how physical systems affect human systems.  ∙ Describe the elements of representative democracy/republic in the United States  ∙ Explain the importance of Americans sharing certain central democratic beliefs and principals (personal, civic) | Students should know and be able to:  ∙ Describe the elements of representative democracy/republic in the United States  ∙ Explain the importance of Americans sharing certain central democratic beliefs and principals (personal, civic)  ∙ Define and give examples of the four types of productive resources  ∙ Explain that governments provide certain types of goods and services in a market economy (schools, libraries, roads, police/fire protections, and military) and pay for these through taxes  ∙ Give examples of interdependence and trade and explain the benefits of voluntary exchange.  ∙ Explain the concept of opportunity cost as it relates to making a saving or spending choice. |